

CTCs and Principals of schools using mCLASS:

Please forward the email message below and the enclosed attachment to your teachers, other staff responsible for administering the K-2 mCLASS: Reading 3D assessment, or any staff involved in managing the assessment process. We hope this helps to clarify some of the IDOE policies on the K-2 Diagnostic assessment, mCLASS: Reading 3D.

Thank you.

Dear Teachers,

At this point, you've probably had your first opportunity to use the Text Reading and Comprehension (TRC) component of Wireless Generation's mClass: Reading 3D to assess your students. Using TRC for the first time can be somewhat overwhelming, but as you move along the learning curve, it's important to keep the goal in mind --- observing and interacting with students while they engage in authentic reading experiences is one of the most valuable ways to identify strengths and needs in order to plan strong, effective instruction. At Wireless Generation, we've had the pleasure of working with thousands of educators over the past several years all over the country as they've learned to incorporate TRC into their professional practice. The following "lessons learned" may help you use TRC more efficiently and effectively:

- **Determining a Starting Point:** When administering TRC remember that teachers can choose to select a higher-level or lower-level text than the one indicated by the Palm. Teachers should reference the DIBELS portion of mCLASS:Reading 3D as well as other classroom tools when making this decision. Teachers may also want to compare the ORF passages from the DIBELS assessment to the benchmark books and select starting books based on the students comfort with the ORF passages that were used. Please see the attached chart which displays some suggested TRC start levels, based on ORF scores.
- **Jumping Levels:** When assessing very advanced or very low performing students teachers can use their professional judgment to jump forward or jump back multiple levels during TRC administration. If teachers find they have overestimated or underestimated a student's level, the Palm will continue to guide them to the correct instructional level.
- **Looking for Patterns:** Look for patterns in the class or school as a whole when selecting the starting passage. You may find that students in one classroom are consistently scoring above or below level. This knowledge will help teachers in determining the starting TRC level.
- **Struggling Students:** Use the frustration (FRU) button if the student is having problems reading the selected text level. When students are clearly struggling with a specific text, teachers should use their professional judgment and discontinue that text. The assessment will take this into account and jump to a lower-level passage and/or assign the student a final instructional level.
- **Reading Aloud:** With higher-level texts student must finish reading the books on their own before completing a portion of the comprehension questions. Noting when a student should be reading on his or her own will better help teachers manage their time as they are not required to remain with the student for the entire length of the assessment.
- **Progress Monitoring mCLASS: Reading 3D:** Progress monitoring is required for students that are below Benchmark. Teachers should choose the appropriate measure of mCLASS: Reading 3D for progress monitoring, based on each student's problem areas. For example, if a student is at Benchmark on all of the DIBELS measures, but is not reading on grade level, the teacher should progress monitor using the TRC measure. Alternatively, if a student is at risk on ISF at the beginning of Kindergarten, then we would advise that you continue to progress monitor on ISF, as you are working on phonemic awareness with this student. Here are the Progress Monitoring requirements:
 - Intensive (Red) Students: every 2 weeks
 - Strategic (Yellow) Students: every 4 weeks
 - Green (Benchmark Students: not required but recommended if/when the teacher feels it's needed, (i.e., for students who are just above benchmark)

Over time, you will become increasingly adept at observing reading behaviors during TRC assessment administration and determining each student's instructional reading level. While some students will take longer to assess than others, once this level is found, it becomes a valuable instructional planning tool and will provide a starting point for future benchmark assessments.

If you have any questions please contact me at ahazinski@wgen.net or Wireless Generation Customer Care at 800-823-1969 x3.

Sincerely,
Anna

<Insert title, etc on email>